

October 2013



Inside this issue:

Article	Page
Campus Equity Week	1-3
Adjunct Professors are the New Working Poor	4-5
Resolution for Fair Pay at SUNY New Paltz	5
Chapter Meeting, Sept 11	12
First New Paltz Labor Council Meeting, Sept 18	13
The New Paltz Allies Program	16-17
Labor-Management Meeting Notes, Sept 9	18-19
Contingent Concerns Labor-Management Meeting Notes Sept 25	20-21
Spotlight: Donna Flayhan	22-23
Spotlight: Karanja Keita Carroll	24
Spotlight: Vika Shock	26
Chapter Committees	28-29
Executive Committee 2013-2015	31



Campus Equity Week

By Peter D.G. Brown, Chapter President



This special issue of *The Bullhorn* is devoted to Campus Equity Week (CEW), which originated in California back in 2000. CEW celebrates the achievements of contingent academic faculty and professional staff. Contingents constitute the majority (52%) of teachers at SUNY New Paltz. CEW also focuses on the need for adjunct professors, part-time “adjuncts” and full-time lecturers, to receive:

- equitable compensation;
- progressive job security, without which there can be no meaningful academic freedom;
- advancement opportunities;
- access to adequate office space, telephones and computers;
- fair and equitable access to unemployment benefits when not working;
- development funds and other forms of support to ensure a quality education for our students.

CEW is now celebrated nationally every other year during the last week in October. This year, it extends from October 28 to November 2. To see a partial list of the many CEW events being planned around the country, go to www.campusequityweek.org.

Forum on Contingent Faculty, October 30

Our UUP chapter at SUNY New Paltz will mark CEW with a *Forum on Contingent Faculty at SUNY New Paltz: Where Are We Now?* This is a community gathering, where contingent and tenure-stream faculty, department chairs, professionals, members of the administration and students will be free to sign up and speak out for up to five minutes. This open Forum, supported by a non-binding vote of the College Faculty at its meeting on September 27, will run from 9 AM to noon on Wednesday, October 30, in Lecture Center 108 (see p.25).

It is indeed a rare event when a dozen or more adjunct faculty can gather in one room at the same time. It happens only about once every decade. This Forum follows a similar event in May 2005, sponsored by Campus Governance, which was recorded, transcribed and archived on the College’s website: www.newpaltz.edu/governance.

Majority of Teaching Faculty are Contingents

Over half of those teaching at SUNY New Paltz are contingent, i.e., they are not in positions leading to tenure or permanent employment. Teachers comprising the largest single category here at New Paltz are classified as Adjunct Lecturers, commonly referred to as “adjuncts.” According to the most recent SUNY Employee Data file of September 25, 2013, the current breakdown is as follows:

Continued on Page 2

Contingent Faculty

Adjunct Lecturer	201*
Adjunct Instructor	15
Instructor	6
Lecturer	78
Visiting Asst. Prof.	5
Visiting Professor	<u>1</u>
	306 Total Contingent Faculty

*The actual figure is even higher, since some adjuncts were not yet on payroll by this date.

Tenure-Track Faculty

Assistant Professor	94
Associate Professor	130
Professor	51
Dist. Teaching Prof.	2
Distinguished Prof.	2
University Prof.	<u>1</u>
	280 Total Tenure-Track Faculty

A clear majority of those teaching at SUNY New Paltz—52%—are contingent faculty with little or no prospects of *ever* obtaining permanent employment here. Less than a third of those teaching here are actually tenured.

This issue of *The Bullhorn* is dedicated to the memory of [Margaret Mary Vojtko](#), an adjunct who taught French at Duquesne University for 25 years. She died in extreme poverty September 1st at the age of 83, following a massive heart attack she had suffered two weeks previously. Despite good teaching evaluations from her students, Vojtko had recently been laid off, a possibility faced by hundreds of thousands of other contingent college teachers in America.



Mary Margaret Vojtko
1929-2013

Class Warfare in the Academy: Real Fatalities

Unfortunately, there will be many more tragedies like Vojtko's in the years to come. Contingent faculty members today make up three-quarters of the workforce in higher education. Underpaid and typically without benefits, they lack the academic freedom that comes with job security. They lead precarious lives, never more than one small step away from disaster for themselves and their families.

Contingent faculty, whether part-time adjuncts or full-time lecturers, can usually be "non-renewed," i.e., laid off, for any reason or no reason at all. Even if they are union members, they are generally not afforded any due process, such as would be the norm when laying off a janitor, a secretary or similar union worker. As is typical with most adjuncts, Mary Margaret Vojtko received no severance pay or retirement benefits. Too poor for a coffin, she was buried in a cardboard box.

"Duquesne has claimed that the unionization of adjuncts like Margaret Mary would somehow interfere with its mission to inculcate Catholic values among its students," according to an [article in the Pittsburgh Post-Gazette](#) by Daniel Kovalik, senior associate general counsel of the [United Steelworkers](#) union. Kovalik twice wrote to Duquesne to in-

form the University of Vojtko's plight, but never received a reply. Duquesne's President, [Charles J. Dougherty](#), makes over \$700,000 with full benefits. The University's website describes Dougherty as "a nationally recognized scholar and expert in health care ethics."

SUNY's Skewed Priorities

Unfortunately, skewed priorities are not limited to Catholic or even to private institutions. For example, SUNY's top academic officer, David Lavallee, just stepped down from his position as Executive Vice Chancellor for Academic Affairs & Provost. He is currently on a six-month "study leave" while [continuing to receive his full salary of \\$316,000](#) per year, more than the compensation paid for a *hundred* courses taught by adjuncts. Despite repeated Freedom of Information Law requests, SUNY has been unable to produce a single document describing the purpose of this "study leave" or its benefit to the institution.

Lavallee, age 66, will return next spring to SUNY New Paltz and receive ten-twelfths of the \$199,000 salary he had previously received when he was provost at the College. As the second highest paid employee on campus, he will not be working either as a teacher or as an administrator. Instead, he will earn this enormous salary for simply conducting a few leadership workshops, mentoring one lecturer and "building candidate lists for senior leadership positions."

No Minimum Salary for SUNY Adjuncts

Meanwhile, thousands of adjuncts within SUNY, who deliver a substantial portion of our educational mission, continue to work for [near-poverty wages](#). Adjuncts are the only employees for whom there are no minimum salaries in the [contract](#) between New York State and UUP. My research shows that when adjusted for inflation, [adjunct wages at New Paltz have plummeted by some 49%](#) between 1970 and 2008.

The union pushed hard for a salary minimum that would have benefited thousands of part-time faculty throughout the system. However, top SUNY officials adamantly refused to accept *any* salary minimum whatsoever. At a spring meeting in New Paltz where SUNY Chancellor Nancy Zimpher was confronted by demonstrators demanding a \$5,000 minimum starting salary for adjuncts, she even went so far as to [publicly deny that SUNY had even been present at the negotiating table](#).

We absolutely must find a way to pay the majority of American college teachers a living wage and stop squandering resources on overpaid academic executives, expensive facilities, extravagant athletic programs and lavish services that do little to advance the true educational needs of our students. The quality of education will be enhanced by focusing our limited resources on instruction.

Mayday \$5K Campaign

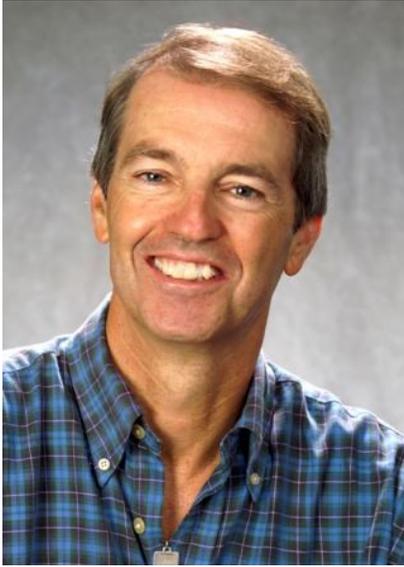
Our UUP chapter at SUNY New Paltz launched a [\\$5K campaign](#) in May to raise the minimum starting salary for a standard three-credit course to \$5,000, considerably less than the [\\$7,090 recommended by the Modern Language Association](#). This campaign has been endorsed by a growing list of unions and organizations around the country.

Class warfare in the academy is unlikely to end anytime soon. Meanwhile, we urgently need to connect the dots, to stop underfunding and privatizing public higher education. At the same time, we need to put an end to wasteful spending and overly generous perks that top administrators dole out to themselves.

Saddling our students with backbreaking tuition loan debt is simply unsustainable. They, their parents, taxpayers and legislators deserve to know where their hard-earned tuition and tax dollars are going. The quality of their education and the future of our country depend on providing a living wage, job security and benefits to those actually teaching in our classrooms.

Adjunct Professors are the New Working Poor

By Gary Rhoades, Director of the Center for the Study of Higher Education, University of Arizona



Gary Rhoades

"She was a professor?"

That's what an astonished caseworker at Adult Protective Services asked about Margaret Mary Vojtko when informed of the 83-year-old woman's destitute situation, according to [an op-ed in the Pittsburgh Post-Gazette](#). Vojtko died September 1 of a massive heart attack.

Yes, she was a professor. An adjunct professor of French at Duquesne University. Until she was not renewed this year, with neither due process nor severance pay. She taught students for 25 years, with no health benefits, no retirement benefits, and low wages.

The minimum pay for adjunct faculty at Duquesne used to be \$2500 per course. After an ongoing effort by the United Steelworkers to unionize adjuncts there, the university paid \$3,500 per course.

Vojtko's situation was not unusual for adjuncts in academia. That is why many have taken the hashtag [#iamMargaretMary](#) to tweet their indignation at her working conditions, lack of support and lack of respect.

The dirty little secret is that higher education is staffed with an insufficiently resourced, egregiously exploited, contingent "new faculty majority." In addition to the 49.3% of faculty in part-time positions (70% in community colleges), another 19% are full-time, nontenure-track. (These numbers do not include graduate assistants or postdocs.)

Adjunct professors, like many hard-working Americans, are the working poor. They are one step away from "We don't need your services anymore" or one medical emergency away from being destitute, like Vojtko.

If Vojtko was good enough to be entrusted with teaching Duquesne undergraduates, how can the university justify not providing her (and her adjunct colleagues) with health care and other basic benefits?

If American higher education says to students and society that a college education is the path to the middle class, how can we justify such treatment of these professionals, with advanced degrees, who are teaching the students?

We are living a lie that cheats these professors and the students they teach, particularly in access universities and community colleges where adjunct faculty numbers, like percentages of lower-income students, are highest and instructional spending per student is lowest.

The story is not just about Duquesne. Certainly, the institution's wealth ([\\$171 million endowment](#), [tuition over \\$28,000](#)) and Catholic status (Catholic social doctrine supports collective bargaining rights) make the situation -- and Duquesne's refusal to recognize [a union that adjunct faculty voted for overwhelmingly](#) -- particularly indefensible. Duquesne University's administration has [provided a response](#) to the situation, suggesting that there were caring responses by people within the institution to Vojtko's circumstances. However, acts of charity are not conditions-of-employment justice for hard-working adjunct professors.

The larger issues are not about individual responsibility or culpability for actions toward Vojtko, but rather, about collective responsibility for the structural conditions of work that contributed to her circumstances, and that leave significant segments of the academic workforce with no benefits and low pay.

So Duquesne should recognize the adjunct union, bargain in good faith, grant benefits and set up a professional development fund in Vojtko's name. But this story speaks more broadly about a horrible reality in higher education. Adjunct professors, as part of a growing army of working poor, are at the center of the academic labor movement, just as fast-food workers are now at the center of the larger labor movement. We are in the midst of deciding the extent to which we are an inclusive society that will live up to our nation's promise that hard work pays off.

The question is: How will we treat working people? Will we, the richest nation on earth, continue to structure employment in ways that reduce large segments of society to near Dickensian conditions of existence? Or can we muster the collective will to appropriately remunerate and honor the work of all working Americans?

In academia, that means tenure stream faculty, staff, students, administrators, and communities must recognize in Vojtko's fate the ugly and diminished future of higher education and choose, in big ways and small ways, a more equitable path.

Adjunct professors have taken initiatives to change the status quo. Some have joined advocacy groups, such as the [New Faculty Majority](#). Some are involved with caucuses within unions and professional associations where they gather data about pay and working conditions, define best practices, and work to ensure that adjunct faculty are not discriminated against.

Adjuncts are organizing for benefits, a living wage, and conditions that will benefit their students and their schools. In Pittsburgh, as in Boston, Los Angeles, Seattle, and Washington, there are union campaigns for adjunct unions in private (often wealthy) universities. There is also much organizing in public institutions, and in units that combine adjunct with full-time and tenure track faculty.

No one deserves the treatment and fate experienced by Margaret Mary Vojtko, who escaped the 21st century equivalent of Victorian poorhouses in a cardboard casket. American higher education can and should do better for those who teach our students.

The author is a Professor at the University of Arizona. His commentary, which appears here by kind permission, was first published by CNN: <http://www.cnn.com/2013/09/24/opinion/rhoades-adjunct-faculty/index.html>.

MAYDAY

\$5K!



Contract Pay Dates and Other New Provisions

FAST FACTS

ON-BASE SALARY INCREASE

Pay date: **Nov. 6, 2013**: \$500 on base, pro-rated for part-time employees.

For all UUP members on payroll as of June 30, 2013; employees whose employment expired prior to July 2013 will also receive this increase if reemployed and on payroll on effective date and at time of payment.

DISCRETIONARY SALARY AWARDS (not on base)

Pay Date: **Dec. 4, 2013, or Dec. 18, 2013** (campus choice)

Chapters will receive total DSA allocations, including specific amounts that must be distributed to part-time employees.

SERVICE AWARDS

Pay Date: **Nov. 20, 2013**

Full-Time Employees: One-time \$500 payment added to base annual salary at:

- Continuing appointment (tenure for academics)
- Permanent appointment (permanency for professionals)
- Second five-year term appointment for Appendix A professionals

Those who attained these milestones between July 1, 2011, and Dec. 31, 2012, will receive the increase retroactive to Jan. 1, 2013. Anyone who attained these milestones after Jan. 1, 2013, will receive this increase as of the date the milestone was attained. Employees in the above three categories who reached these career milestones before July 1, 2011, received a \$500 on-base salary increase under the 2003-2007 or the 2007-2011 contracts.

A one-time \$500 payment added to base salary upon completion of seven years in:

- Appendix C Fundraising, Lecturer, and Appendix B-4 Division III athletic titles.

Retro to Jan. 1, 2013, for those who completed seven years prior to 1/1/13; retro to date the seven years was reached for those who reached it after 1/1/13.

Part-Time Employees

A \$500 lump-sum bonus payment (not added to base salary) for those who reached eight years of service since July 1, 2011.

Part-time employees who reached eight years before 7/1/11 received \$500 under the last contract. Award recurs every eight years of consecutive service.

ALL OTHER NEW CONTRACT PROVISIONS ARE IN EFFECT. THESE INCLUDE:

- Class Action Grievance
- Expansion of "no discrimination" protections to all veterans
- 15 family sick days can be used for adoption and foster care
- Employee right to see unsolicited, signed letters in official Personnel file
- Procedural steps for evaluation of Professionals put into Article 7 (Grievance Procedure) and clarifying language added to Appendix A-28
- Time to term appointment for PT employees reduced to four semesters
- Eligibility for early Permanent Appointment for all six salary levels
- UUP Grant programs in process: e.g., IDA and Drescher
- Executive Level Committees (Professionals & Librarians Issues)
- Additional vacation day added Jan. 2—Triborough



Deficit Reduction Program (DRP)

FAST FACTS

The Deficit Reduction Program was imposed on UUP members and all other state employees by the state. SUNY—and not UUP—is responsible for its implementation. UUP will monitor campus plans and do everything possible to make sure that our members' rights are protected.

DRP DEDUCTIONS FROM PAY

- ◆ In fiscal year 2013-2014, there will be deductions from pay to cover five days of Deficit Reduction. A total of 2.5% of the salary earned over 20 pay periods will be deducted over those 20 pay periods, beginning in September 2013 and ending in June 2014. There will be no deductions from pay periods in July and August.
- ◆ In fiscal year 2014-2015, there will be deductions from pay to cover four days of Deficit Reduction. A total of 2% of salary will be deducted over 20 pay periods beginning in September 2014 and ending in June 2015. There will be no deductions from pay periods in July and August.
- ◆ Part-time employees will receive pro-rated reductions. Details about the pro-rata procedure should be provided by campus administrations.
- ◆ Base pay will not be affected by the loss of pay under the Deficit Reduction Program.
- ◆ Extra service pay, overtime pay, and clinical practice income **will not** be included in the DRP extraction.
- ◆ Winter session and summer session work paid through extra service **will not** be included in the DRP extraction.
- ◆ All UUP members are subjected to the DRP deduction except for those on H1B, J1 or O1 visas.

REPAYMENT

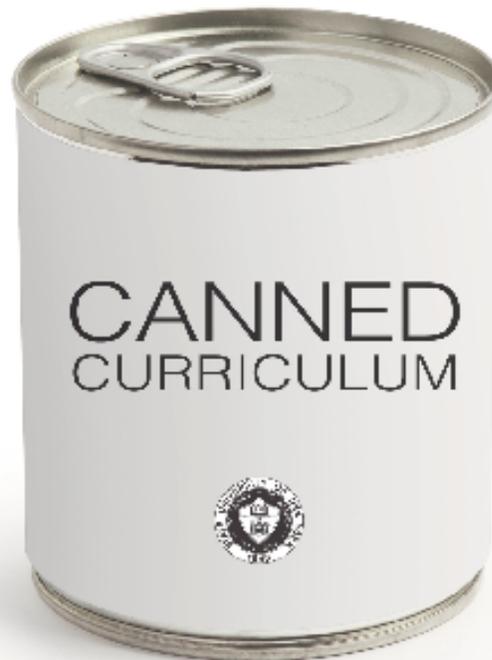
- ◆ Repayment of the seven days will occur in equal installments over 39 payroll periods, beginning with the final payroll period of fiscal year 2015-2016 (June 2016) at the rate at which it was taken. Employees who separate from service prior to full repayment of the Deficit Reduction days will be paid the balance of money owed at the time of their separation, up to seven days.

DEFICIT REDUCTION DAYS OFF

- ◆ The first two days of the DRP are days that all UUP members are permanently losing pay. All members must be given two days off as a result. The remaining seven days will be paid back at the end of the contract period.
- ◆ Campus administrations must develop campus-specific plans that allow UUP members to get two days off.
- ◆ UUP's contract states that employees must be given their two days off before the end of the 2014-2015 SUNY fiscal year.
- ◆ Chapter leaders have been instructed to work with their Labor Relations Specialists to review campus plans and address problems and questions at Labor/Management meetings. Problems that are not satisfactorily resolved at the campus level will be brought to SUNY System Administration by UUP's statewide office.
- ◆ Part-time academics with appointment letters that specify that "teaching-day only" responsibilities should be given options for taking teaching days off to cover their two days that result in permanent loss of pay.
- ◆ One-time exception to 40-day limit on vacation days: Vacation credits shall not exceed 42 days on Jan. 1, 2014.

For more information about the Deficit Reduction Program, see UUP's Contract Q & A at <http://uupinfo.org/negotiations/index.php>





Seamless Transfer/Core Curriculum: Impact on Public Higher Education

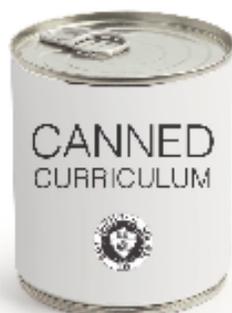
What is Seamless Transfer?

Seamless Transfer is SUNY's plan to facilitate student transfer from SUNY campuses that offer A.A. and A.S. degrees to SUNY baccalaureate programs by mandating a university-wide General Education program. The Seamless Transfer process has restrained faculty oversight of curriculum. It has developed in the context of a narrow focus on more rapid degree completion, without acknowledging the full set of factors that affect student completion patterns. It is connected to a broader agenda to streamline, increasingly privatize, and drain substantive content from public higher education programs.

What are some of the primary components of Seamless Transfer?

- Standardized acceptance of GE courses across SUNY community colleges and state-operated campuses
- 64-credit limit on associate degrees; 126-credit limit on bachelor's degrees
- Course availability for transferred students within a prescribed timeline
- Majors declared by students after 30 credits in two-year programs; after 60 credits in four-year programs
- Submission of required program changes by campuses before Dec. 1, 2014





Concerns About Seamless Transfer Plans

◆ **A SUNY-wide General Education curriculum threatens academic freedom and our ability to provide diverse educational experiences in tune with student needs and program specialties.**

Pressure to standardize curriculum threatens the academic freedom of educators who design courses in concert with their respective disciplines and fields.

It compromises SUNY's ability to offer students the diverse curriculum they need to be prepared for a dynamic and highly differentiated society.

◆ **Extensive curriculum standardization is not justified.**

While the goal of facilitating timely student completion of degrees is important, Seamless Transfer goes substantially beyond what is necessary to improve student completion rates. It is part of a broader set

of SUNY goals, most notably to standardize curriculum in order to facilitate increases in online courses with large student enrollments.

◆ **Seamless Transfer could lead to the further privatization of public education, which threatens educational quality and rigor.**

Many aspects of Seamless Transfer are aligned with the educational reform agenda funded by private interests, including the Lumina and Gates foundations. This agenda is supported by corporations such as Pearson and Coursera, which have positioned themselves to take over functions that are the purview of

public educators and public-service providers. "College completion" has been emphasized as the measure of an academic institution's success, with little concern for quality education or the need to prepare students for an economy and society that demand flexibility and broadly defined career readiness.

◆ **Seamless Transfer could weaken the curriculum, adversely affecting students from middle- and lower-income families.**

Seamless Transfer plans imply a "core curriculum"—similar to that imposed in K-12—that may compromise diverse educational objectives and standards. Faculty direction of curriculum is threatened, and more and more curriculum content decisions may be turned over to profit-seeking corporations, compromising academic standards.

A "core curriculum" at SUNY will further erode educational opportunities in terms of quality and flexibility to meet diverse student needs and broad educational and career objectives. If Seamless Transfer is fully implemented, standardization of college courses could weaken the curriculum and foster a more sharply tiered public higher education system.

◆ **Online courses may be imposed in areas where online delivery is not optimal.**

SUNY's Seamless Transfer objectives depend on the expansion of online education. SUNY is looking to online courses with high enrollments—not the hiring of additional teaching and support faculty—to meet new directives for course availability under specific time-lines. There is nothing to stop SUNY from expanding online education in ways that are not consistent with high-quality online course delivery. Private corporations

that create curriculum and online service delivery systems stand to benefit as "contracting out" for these functions becomes more feasible. This could lead to further privatization of SUNY's educational functions, with potential consequences such as additional cuts in courses, programs and services, and faculty, and an increase in the use of contracting out for the for-profit delivery of courses.

◆ **Seamless Transfer could lead to longer degree completion time.**

The neediest students are less likely to succeed in the streamlined process that Seamless Transfer creates. At the community college and four-year college levels, students' time to completion is affected by multiple factors. These include the need for remedial and "college success" course work, uncertainty regarding educational and career interests, changes in initial majors as

interests and career objectives develop, the desire to pursue more than one major and/or minors, internship and study abroad experiences that may alter completion paths, employment demands, and personal and family issues that affect course load and scheduling possibilities (especially for the increasing nontraditional student population).

◆ **Teaching and professional faculty have not been adequately consulted.**

Consultation has involved campus presidents, chief academic officers, and some faculty governance leaders and committees. The extent to which academics and professionals at the department level have been consulted varies across institutions. On most campuses, there has been little, if any,

campus-wide discussion and analysis of its implications. The Seamless Transfer process thus far has relied on top-down directives that present SUNY's plan as justified and inevitable. There has been very little analysis of its full implications.

◆ **Seamless Transfer runs counter to SUNY's mission.**

SUNY was never designed to be a homogenous institution across all campuses, nor is there justification for transforming its mission as dramatically as Seamless Transfer implies. SUNY's plans compromise its mission to "... provide the people of New York educational services of the highest quality" Course quality will be sacrificed in many cases as "cookie-cutter" curricular directives are imposed from above. Seamless Transfer plans

also contradict SUNY's mission that emphasizes diversity and providing educational services and activities through a system of "diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and nontraditional students and to address local, regional and state needs and goals."

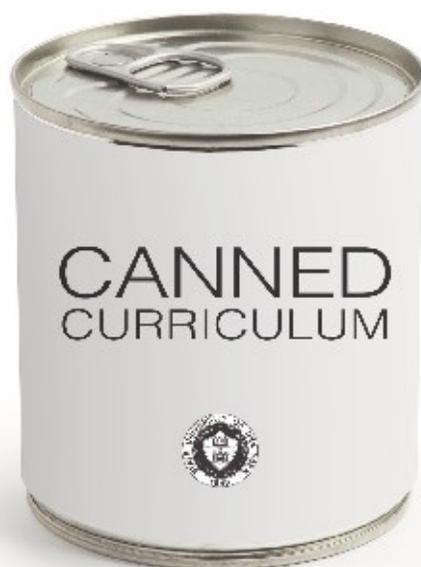
Alternatives

UUP urges all of its members—especially those involved in campus governance and curriculum review processes—to demand open review of Seamless Transfer plans and their possible consequences. Campus dialogue is critical.

UUP pledges to work with our members, campus administrators, and SUNY officials to engage in a full and open review of ways to facilitate transfer of students from community colleges and colleges of

technology to baccalaureate programs at our campuses. Accurate information, transparency, and problem-solving—rather than radical surgery that will remove the heart of our educational institutions—is called for.

UUP will call on the chancellor to redirect SUNY to its essential educational mission and work with us to collaboratively address problems.



UUP Contact Information

Members can contact their UUP chapter office for additional information and follow-up or they can contact UUP's statewide vice presidents at 1-800-342-4206 or via email:

Vice President for Academics Jamie Dangler, jdangler@uupmail.org

Vice President for Professionals Philippe Abraham, pabraham@uupmail.org

SUNY's Seamless Transfer documents can be found at:

<http://www.suny.edu/provost/MTPSeamlessTransfer6-14-13.pdf>

http://www.suny.edu/provost/academic_affairs/SeamlessTransfer.cfm

Chapter Meeting, September 11, 2013

By Ryan Randazzo, Chapter Intern



Fred Kowal and Peter Brown

Chapter President Peter D.G. Brown opened the September 11 chapter meeting by introducing our new chapter officers, former presidents, chapter assistant and interns, as well as our NYSUT Labor Relations Specialist. He then marked the chapter meeting by a minute of silence to reflect on the national tragedy that had occurred twelve years ago that day.

Brown also welcomed our out-of-town guests: statewide UUP President Fred Kowal, Academic Vice President/Chief Negotiator Jamie Dangler, Vice President for Professionals J. Philippe Abraham, Secretary Eileen Landy and John Marino, Director of NYSUT Field Services for UUP.

The purpose of this meeting was not only to enjoy a meal together and meet the new union leadership. Brown hoped to engage in two-way communication with the chapter, listening to member concerns, as well as sharing new information. Additionally, he sought to prioritize the union's course of action for the coming year.

"We need a stronger union to advocate for adequate State support of SUNY," Brown said. "A stronger UUP assures educational quality, it means fighting to preserve job security, decent wages and benefits."

Brown went on to discuss how unions, particularly teacher unions, are being threatened around the country. Like most public colleges, SUNY is undergoing privatization, while students are burdened with unsustainable debt. Faculty control of the curriculum is threatened by a host of new initiatives, ranging from Seamless Transfer and the imposition of a core curriculum to increased class size and the closing of smaller programs.

He discussed the importance of working together to preserve the quality, access and affordability of public higher education. He urged members to sign up to work on chapter committees, as well as donate to VOTE-COPE: NY-SUT's non-partisan, voluntary political action fund that supports candidates who are pro-public education and pro-labor.

Donna Flayhan also spoke about Seamless Transfer. Seamless Transfer is SUNY's program to facilitate student transfer from community colleges to four-year institutions by mandating uniformity in a university-wide General Education program. Flayhan explained how it threatens academic freedom, could lead to further privatization of public education, and may cause students to take longer to complete their degrees.

The final speaker was UUP's recently-elected statewide President, Fred Kowal. He also stressed the need to build a stronger union in order to resist SUNY's relentless move toward privatization. Our members at the colleges and hospitals are working to educate our students and care for patients, not to get rich. He pointed out that UUP's members are public servants, and that the SUNY dream is slowly disappearing. Kowal warned that UUP is politically weakened and needs to be rebuilt from the grassroots up.

"(We must) build a union movement that is powerful," Kowal said, "one that is based at the local chapter level, as well as statewide. At Albany we will have a presence."

In response to questions, Kowal discussed how our society refuses to ever raise taxes, which would place responsibility in our own hands. Instead, we borrow to support ourselves, which shifts the burden to be dealt with later.

Kowal warned that as a society we are also becoming overly reliant on part-time labor. Faculty who work part-time can barely make a living wage. Their lack of support adversely affects the quality of education in many ways.

Kowal urged members to help broaden and deepen our outreach efforts to other unions, students, business and community groups. "We must work together to defend what we do and the SUNY we love so much."



First New Paltz Labor Council Meeting, September 18, 2013

By Daniel Brenner, Chapter Intern

Representatives from various unions on the campus met on September 18th for the first New Paltz Labor Council meeting. The gathering, hosted by Chapter President Peter D.G. Brown and Regional Outreach Committee Co-Chair Donna Goodman from UUP, included Anthony Adamo, President of CSEA Local 610 and its Vice President, Barry Lawless; Maria Mach, President of CSEA Local 751 (Sodexo food service workers) with their intern, Sadie Godlis; and Ryan Williams of the University Police, representing the PBA. UUP's two chapter interns also attended.



From L-R: Lawless, Godlis, Mach, Brown, Goodman, Williams, Adamo, Brenner

The purpose of the meeting was to forge stronger ties between the different labor groups on campus. From the outset, the representatives were very cordial and open to the possibility of working closely together. The group agreed to establish a New Paltz Labor Council that will discuss cross-union concerns and establish solidarity throughout the SUNY New Paltz workforce. One unresolved issue was whether to include unions within the town and village of New Paltz in this federation.

After the union leaders voted unanimously to establish a New Paltz Labor Council, the group decided to plan a campus-wide social gathering in the spring semester. The purpose of this event will be to bring together members of the various campus unions and to encourage greater labor consciousness among New Paltz employees.

Each representative expressed concerns over passivity among the memberships of their respective unions. The gathering will be one step towards more open communication between the various labor groups on campus. In addition, the group discussed how they share information and access their membership.

Adamo and Lawless mentioned the use of flyers by CSEA, and Williams described how a Facebook page created by his organization's members had been instrumental in organizing their break-away union. Donna Goodman suggested that each union could start setting up tables on campus to communicate with members and to gather better information regarding their concerns.

Finally, the participants discussed the lack of adequate office space for each of their unions. There is, for instance, no room for union officers to discuss confidential personnel issues with their members. The group decided to explore creating a suite of adjacent offices for the different unions, along with finding space for a conference room to be shared by the Labor Council.

When the meeting adjourned, there was a sense of accomplishment on the part of all the participants. Considering this was their very first meeting, ambitious proposals had been put on the table that will be pursued throughout the academic year.



Resolution for Fair Pay at SUNY New Paltz

Whereas salaries for professional and academic faculty members at SUNY New Paltz stagnated from 2011 to 2013, after the *2007-2011 Agreement between UUP and NYS* had expired at the end of June 2011 and prior to the ratification in June 2013 of the *2011-2016 Agreement*; and

Whereas many meritorious professional and academic faculty members did not receive any Discretionary Salary Increases (DSI) during this period between contracts, even though they had applied, were evaluated and recommended to receive DSI awards for 2011 and 2012; and

Whereas nothing in either the past or present *Agreement between UUP and NYS* precludes the campus President from granting pay raises to any employees; and

Whereas compensation for adjunct lecturers at SUNY New Paltz, when adjusted for inflation, has decreased by more than 50% since the 1970s; and

Whereas the Modern Language Association, one of the largest disciplinary societies, recommends a minimum starting salary of \$7,090 per three-credit course for adjunct faculty; and

Whereas the College at New Paltz is unique among SUNY comprehensive colleges in having an academically indefensible course-load of five courses or 15 credit-hours per semester for its full-time lecturers; and

Whereas SUNY New Paltz has proven to have ample reserves and operating resources to hire additional faculty and generously compensate former administrators; therefore be it

Resolved, that the members of the _____ Department at SUNY New Paltz respectfully urge the College administration to award DSI increases on base for meritorious work by professional and academic faculty during 2011 and 2012; and be it further

Resolved, that part-time adjunct lecturers at SUNY New Paltz receive a starting salary of at least \$5,000 per three-credit course; and be it further

Resolved, that full-time lecturers at New Paltz have a professional obligation of no more than four courses or 12 credit-hours per semester, in line with the other comprehensive colleges in SUNY.

[*Editor's Note*: the above Resolution for Fair Pay at SUNY New Paltz is being considered by a number of departments and committees on campus. They are strongly encouraged to pass it as written, but are certainly free to edit or amend it.]

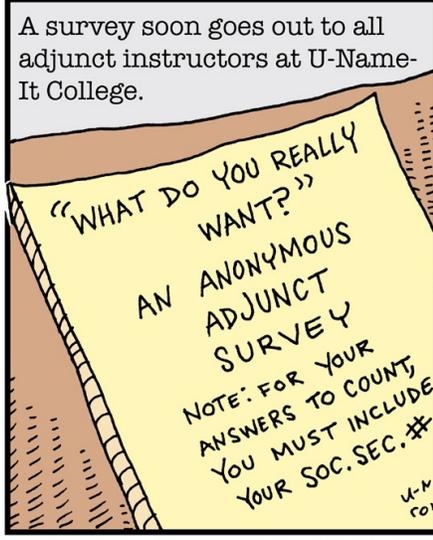
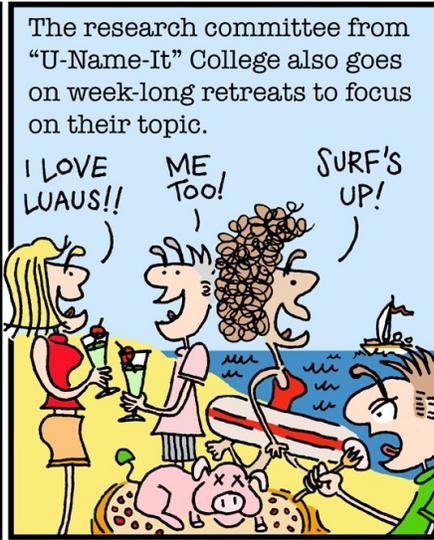
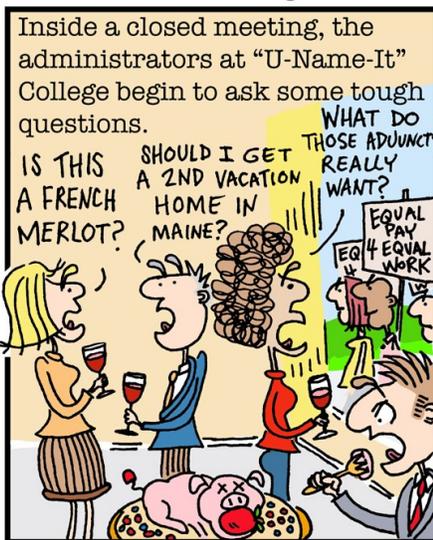
The following departments have already passed this resolution:

Anthropology, Art History, Elementary Education, Library.

More are expected to do so in the near future.

Check our website, www.newpaltz.edu/uup, for frequent updates.

“What do adjuncts really want?” by Matthew Henry Hall



The New Paltz Allies Program

By Daniel Brenner, Chapter Intern

Most of us here at New Paltz still remember the tragic death of 18-year-old Rutgers student Tyler Clementi, who was the victim of bullying on the part of a homophobic roommate. Clementi's suicide shocked the country, particularly the LGBTQ community and people on college campuses nationwide. In the aftermath of the tragedy, a group of faculty members and professional staff here at the College formed a committee to address issues of tolerance and diversity, specifically for the LGBTQ population at the school.

Since these meetings, which first took place nearly three years ago, there has been some improvement in awareness of LGBTQ issues on campus. Recently, a group of volunteers successfully launched the New Paltz Allies program. So far, there have been two training sessions this semester. The trainings are intended to contribute to a more open dialogue regarding the acceptance of groups with non-conforming sexual orientations. The mission statement, which can be found on the official New Paltz Allies Resource Guide, reads as follows:

"The New Paltz Allies are a network of faculty, staff, and students who offer support, communication and dialogue on issues surrounding sexual orientation and gender identities. We aim to educate and foster greater respect and understanding for a diverse LGBTQ community. The New Paltz Allies work to promote a safe and inclusive campus."

Marcia Tucci, Assistant Dean of Academic Advising for Transfer Student Success, has been one of the most active volunteers in the New Paltz LGBTQ Allies program. She described the nature of the conversations that were taking place at a series of brown-bag lunches throughout 2011. The tone of these initial discussions was as follows: "We think we understand that we're an out and open and welcoming place but, gosh, we actually have no data!" For that reason one of the committee's first plans of action was to do an extensive survey in order to gain a clearer understanding of how tolerant the campus community really is. While Tucci acknowledged that the survey was a very helpful starting point, she explained that what it mostly did was engender even more questions.

The President's Office was very supportive of the survey and soon decided to form an LGBTQ Task Force, of which Marcia Tucci is a member. This group continued to study LGBTQ issues on campus last spring semester. The results are currently being written up and have not yet been released. Tucci explained, the researchers sat down with eleven focus groups, some faculty and some students, each with a distinct identity on campus. What they discovered was that many students still sense that there are feelings of intolerance for certain groups on campus, including people of non-conforming sexual orientations and gender identities.

The Task Force also ran SUNY New Paltz through the Campus Pride index, which helps determine the levels of acceptance of LGBTQ populations at colleges throughout the country. New Paltz scored lower than expected, which revealed further the need to improve the environment for the college's LGBTQ population. However, many items that caused a lower score are already being addressed on campus, including the launching of the Allies program. "We expect to score much higher when we review this next year," Tucci said.

"Throughout this whole process" Tucci explained, "faculty were saying 'Hey, on campuses we worked at before, there was this program, the Allies program, and it worked really well for us.'" Tucci says part of the motivation to finally implement the program was the desire on the part of campus community members "to know more, to learn more, and to be in dialogue with each other, recognizing that even someone who is open-minded does not really know or understand the experiences of others."

Tucci acknowledged that it is important for students of certain distinct populations on campus to identify strongly with their own group, but added that the purpose of the Allies program is to recognize "that we can all come together under one banner regardless of orientation or gender identity, to say that we have a common goal for a safe campus climate, for more tolerance in the world, and for more understanding amongst each other."

The training program is the key component of the program. Those who have gone through it are labeled as campus

“Allies.” Emma Hempel, freshman advisor and staff member in Undergraduate Admissions, has been the main facilitator of the trainings. She joined Marcia Tucci in the effort to implement LGBTQ support systems on campus this past summer. Thus far, there have been two trainings. Hempel says there are plans to hold one more this semester, and many more in the spring.

The trainings are capped at thirty to forty people. They are largely discussion-based, and participants reflect within smaller groups about their own experiences with LGBTQ issues. More specifically, Emma leads a discussion regarding the negative consequences of heterosexism. Towards the end of training, participants are given a scenario in which they are confronted with an issue that a typical New Paltz Ally may face. “Maybe it’s a student who is going through the coming out process and needs someone to talk to,” Hempel said. They are asked to practice different solutions, e.g., determine what resources they might employ or how they would engage with the person who has come to them.

Those who have gone through the training program receive a rainbow triangle tag that goes on their office door. As both Tucci and Hempel emphasized repeatedly, they themselves, as well as people who have gone through the training, are not counselors or experts. They are people who have thought about, and are sensitive to, issues related to the LGBTQ community. According to Tucci, the tag “identifies that person as someone who is open, willing, welcoming, and interested in being in that dialogue, either with a student or another faculty member.” In addition, Allies are cognizant of the available resources that could help a person who might need some professional guidance.

Both Hempel and Tucci emphasized that the Allies program and the structures for addressing LGBTQ issues on campus are only in their infancy, and that many improvements need to be made. Both would prefer if the training program were much longer. At only an hour and a half, there is not nearly enough time to give people a truly comprehensive session. At other schools, trainings are sometimes as long as 8 hours, which is closer to what Tucci and Hempel would like to see here.

President Donald Christian mentioned the program at the State of the College Address and it is currently being housed under the Title IX Compliance and Campus Climate Coordinator, Tanhena Pacheco Dunn. Although the administration has put its full support behind the survey, the LGBTQ task force and the program itself, the next step would be to give these initiatives a “permanent home” on campus. This would include hiring a staff coordinator who could assist in further developing these projects.

While the New Paltz Allies program is just one early step in improving acceptance of people with non-conforming sexual identities, it is an important one. The goal is to develop a more conscious campus community and encouraging a more open mentality with respect to the LGBTQ campus population and its unique issues. It is hoped that the actual degree of openness and tolerance at SUNY New Paltz can catch up with the College’s perceived reputation.



Labor-Management Meeting Notes, September 9, 2013

By Donna Flayhan, Chapter Vice President for Academics

UUP Attendees: Chapter President Peter D.G. Brown, Vice President for Professionals Jeff Pollard, Vice President for Academics Donna Flayhan, NYSUT Labor Relations Specialist William Capowski.

Administration Attendees: Provost Phillip Mauceri, Vice President for Administration & Finance Michelle Halstead, Human Resources Director Dawn Blades, Associate Human Resources Director Jodi Papa.

The meeting opened with UUP informing Management that the Governor had just signed the Pay Bill.

How will the Deficit Reduction Leave program be implemented at the College? How and when will the two (furlough) days that professional and academic employees shall be scheduled to take off be determined (Article 53)?

Dawn Blades said that the President of the College will determine the furlough days and their implementation. Blades said that the President is giving this great thought in regard to the students, and that the furlough days will have no impact on classes. Peter Brown asked when the President will determine this. Blades said that since she had just learned the Pay Bill had been signed, she did not yet know, but that it would be soon. Brown reminded Management that this item had previously been on both the April and May Labor-Management agendas. Blades said she would call within a week, and that the President will reach out to UUP members with this information.

What titles will be designated as being eligible for Recall and On-Call pay (Article 20.18 and 20.19)? Which titles have duties that have caused employees to return to duty in the past?

Blades said that no titles have been designated, but categories had been discussed. Bill Capowski pointed out that it is a well-settled matter that certain positions in Residence Life, Counseling, IT, Social Work, and Health & Safety are in that group: their movements are restricted, and they may have to return to work or engage in work. Details about pay rates were discussed by Blades and Brown.

What is the process by which Discretionary Salary Awards shall be allocated to full-time and part-time professional and academic employees (Article 20.5 and Appendix A-5)?

Jodi Papa said that management wants to hold true to the process. Brown said that in the past it was up to the President, and asked if there was a new process. Papa stated that the President understands this, but has not yet decided. Brown stated that he recommends that all Part-Time Faculty be given across-the-board raises. Mauceri asked if that was meant to include even those who had not applied for DSI, to which Brown replied in the affirmative.

To what extent do professional members of the bargaining unit have current performance programs and timely annual evaluations (Article 7 and Appendix A-28)? How many performance programs and evaluations are not current?

Blades said that they have been busy with payroll, but do recognize they have been asked in the past for this information on Performance Programs. Papa asked if UUP could bring the list of those without Performance Programs to management's attention.

Bill Capowski stated that people who do not have them are, of course, hesitant to ask supervisors. Donna Flayhan asked if there was a record of how many are done. Michelle Halstead said that everyone should have one. Flayhan asked if there was a percentage that they could have by the next Labor Management meeting, perhaps 80-85%? Blades said that yes, they could have that figure for the next meeting. This was just a matter of timing and payroll, and that is why Management still did not have this information for UUP.

Brown pointed out that every Professional is supposed to have an annual evaluation. Blades said that the supervisors are reminded each semester. Halstead said that Vice Presidents get a list and that notices go out to remind them. Capowski stressed that in addition to being required, Performance Programs save time and confusion in the future, if done in a timely manner.

Flayhan brought up a procedure that UUP had been hearing about, whereby supervisors were being encouraged to check the Satisfactory (rather than Unsatisfactory) box, even when the body of an evaluation is negative.

Capowski said that whenever Satisfactory was checked, this practice deprived employees of the right to appeal an Unsatisfactory review. Blades said she had not heard of that, and that she would encourage supervisors instead to write up a Counseling Memo. Flayhan maintained that was a different matter than the one at hand. Mauceri said this practice was inappropriate and that the box checked S/U should be consistent with the body of the evaluation.

What is the status of the Seamless Transfer program at the College? What measures have already been implemented, and which additional steps will the College likely be taking in the future?

Mauceri answered that we do a great job with the Articulation Agreements already. He claimed there were a lot of rumors about Seamless Transfer. It will not mean standardized curriculum, that the Articulation Agreements are working, and that any curricular decisions will touch base with the appropriate faculty committees.

In view of the additional work and training required in developing online courses and programs, what adjustments will be made to the professional obligations of faculty involved in such endeavors? How will the added professional support for additional online courses be provided?

Mauceri said it should be seen as part of normal professional obligation. With summer and winter online it is not to be directed, but rather encouraged with development funds and payment for teaching the courses. Brown asked about the Chancellor's goal for Open SUNY to graduate students in three years, some all online. Mauceri stated that some students already manage to graduate in three years by taking summer courses and heavy credit loads.

Brown cited the Chancellor's specific goal of having 100,000 students in Open SUNY by 2017. Mauceri said that this is a very ambitious goal, and that he saw that figure as a target. We should wait and see what this actually means. In his May report to the faculty, he noted that SUNY Empire's enrollments for online were up 300%.

Mauceri stressed that the administration is not going to force anyone to teach online. He claimed that newer faculty members often want to do so, and that the initiatives to teach online should come from the faculty and be supported with incentives. Brown asked if the College was planning fully online degrees. Mauceri affirmed that the College is not planning to offer online degrees in any program.

Last year, the administration designated its two members of the Committee on Professional Evaluation. Will they remain the same for the current academic year?

Brown asked if those same individuals will remain. Blades said that management will retain those who are currently there.

Please explain how the new electronic time and attendance reporting system for UUP academic faculty relates to Article 23.9 of the Agreement.

Blades said that the process is the same, just electronic rather than paper. Halstead said that the system was very smooth, both easy to enter and manage. She explained that one simply goes to mynewpaltz.edu, then selects time and attendance, and that it is intuitive. Blades said that the supervisors now will sign off electronically, rather than on paper.



Contingent Concerns Labor-Management Meeting Notes September 25, 2013 By Clinton Bennet, Philosophy, Contingent Concerns Committee

Administration Attendees: Philip Mauceri, Provost; Dawn Blades, Human Resources Director; Jodi Papa, HR Associate Director; Deborah Gould, Executive Assistant to the Provost

UUP Attendees: Beth Wilson, Chair, Contingent Concerns Committee; Alan Dunefsky, Professional Delegate, CCC; Clinton Bennett, CCC; Peter D.G. Brown, Chapter President; William Capowski, NYSUT Labor Relations Specialist

1. Delay of adjunct contracts/timeliness of payroll for adjuncts in Fall 2013—a number of our members have reported delays, often blamed on ‘the new contract.’ Were there any specific problems in HR? Why were so many contract sent out so late?

Wilson asked why contracts were sent out late, making some adjuncts unable to return these before the September 14th deadline that ensured receipt of the first paycheck. HR explained that the contracts were issued later than usual this summer, because of their revised format and due to waiting to hear details of the UUP/State agreement. While this should be a one-off occurrence, it was noted that some adjuncts experience hardship when they miss a pay-period. Strategies to assist in these circumstances were discussed; an advance on pay cannot be given before an employee has started work. State money cannot be used for a hardship fund, but an account could possibly be opened through the SUNY Foundation. Management said that this will be explored.

2. Length of contract renewals being issued to adjunct faculty—we have had reports that some individuals who usually receive academic year appointments received only a Fall contract for the new academic year. Is there an impediment to academic year contracts?

CCC also reported that some adjuncts had received semester length not annual contracts. Concern was expressed about whether the policy on issuing year-length contracts had changed. Management said that although departments were responsible for determining what is needed, there was no change in policy on issuing year-length contracts when this meets departmental needs. The Provost said that he would raise this at the Chairs’ meeting.

3. Could long-term, regular adjuncts be given two-year contracts, where possible?

Responding to CCC’s proposal that two-year contracts might be issued for regularly returning adjuncts, Management responded that this could be considered for those who have satisfactorily taught the same courses for five years or more. Adjuncts with more than four semesters of service are now entitled to Term appointments, thus CCC asked if these were being issued. HR representatives said that Term contracts were being sent out by certified mail, so that faculty would have time to respond to time-sensitive benefit and pension options within the required period.

4. New UUP contract implementation: How does the administration plan to distribute the money apportioned to part-timers in the new DSA provision?

Discussion followed about how the administration plans to distribute money apportioned to part-timers in the new DSA provision. We were informed that there is a draft plan but that details cannot be disclosed at this stage.

5. New UUP contract implementation: Has HR been issuing term appointments to the adjunct faculty who should now advance to that status after 4 semesters of employment?

HR stated that pending confirmation from SUNY system administration, Term appointments would be issued to those part-time employees working here after 4 semesters.

The requirement under the State’s Deficit Reduction plan for adjuncts to take two days off without negatively impacting student experience led to substantial discussion on how this can be implemented. Since adjuncts are paid to teach, time off will inevitably include teaching duty and office hours. The consensus was that students will be assigned an activity that does not require supervision. However, CCC expressed the view that the President, rather than Chairs, should approve which days are taken and that the current dates available (between November 1 and

December 19) are too restrictive for one semester contracted adjuncts.
The Provost said that he would raise the first issue with the President, the second with Deans and Chairs.

6. Given the new mandate from Computer Services to upgrade everything to Windows 7, how will this be implemented on the often-antiquated machines made available to adjuncts?

It was noted that some computers in adjunct offices may need replacing; is there a policy in place to routinely replace these as departments replace computers used by full-time faculty? Management said that they would raise this with departments, who are responsible for this.

**EQUITY
FOR
ADJUNCTS
\$5K!**



United University Professions

Spotlight: Donna Flayhan, Communication & Media Chapter Vice President for Academics

By Ryan Randazzo, Chapter Intern



Donna Flayhan

There are some people in this world who never stop giving. Donna Flayhan is the epitome of a working-class philanthropist.

Flayhan grew up in Somersworth, NH (population: 11,839), where she was part of the only Syrian-Irish family in town. She decided to get her Bachelor's degree locally at the University of New Hampshire, where she graduated *summa cum laude* with a double major in political science and communication & media. Even before graduation, she wanted to become a college professor. She achieved her goal by first earning a Master's degree in media studies and then a Ph.D. in communication & media at the University of Iowa.

While at the University of Iowa, Flayhan's focus was mainly on public health and media studies, two areas she continues to work on today. She worked as a research assistant on a public health campaign where she learned about toxins and toxic synergy. She had not originally planned to enter the public health field, but it became a passion which has continued throughout her career.

Flayhan's first teaching job was at Goucher College in Baltimore, MD. She had a tenure track position and became chair of the communication and media department. While teaching at Goucher, she published scholarly articles in her field, at the same time continuing to work on public health campaigns. She worked as director of a carbon monoxide awareness campaign with other professors in the area. She also began work to help those who suffered from Gulf War syndrome, which she continued until 2004.

Flayhan felt she needed to relocate to the northeast to raise her two daughters. She decided on New Paltz because of its diverse student population and its proximity to NYC. She also began her work on the Lower Manhattan Public Health Project, an organization devoted to getting proper benefits and treatment for those who became sick in the aftermath of the 9/11 attack on the World Trade Center.

Since coming to New Paltz in 2004, Flayhan has taught a number of courses in media studies and public relations. "I love teaching public relations in a liberal arts college, because you are using this means of communication as a social good." Public Relations is currently a concentration in the Journalism program at New Paltz, but Flayhan believes that it should be its own major. She is currently working on making this happen and believes that this may be the year it finally gets approved as a major.

Flayhan is excited to serve as the chapter's new Vice President of Academics. Prior to joining UUP, she worked with unions at the University of Iowa. When Donna was a graduate student, research assistants and teaching assistants made very little money, which all went toward health insurance. She fought to establish a union for those who could not afford health insurance. By her second attempt, she was able to establish a union of over 8,000 people who could now reap the benefits of health insurance without having to hand over all their pay.

Here at New Paltz, Flayhan feels that UUP benefits from having both academic and professional employees in the union. She finds that Labor-Management meetings are very helpful, because they deal with issues before they become problems. She appreciated that Labor-Management meeting notes are published in *The Bullhorn*, enabling issues to be shared with the entire membership.

As Vice President for Academics, one of the prime issues that Flayhan will focus on is Seamless Transfer (see p. 4-7). She fears that if the faculty does not have a hand in shaping it, the entire SUNY system will move toward ever-greater privatization. She hopes that as long as the faculty and the union work to help shape Seamless Transfer, we will have control over what happens and not let it shape our education system.

While working countless hours for the union, the College and public health campaigns, Flayhan still finds time to enjoy life and be an involved mother. Every year she runs a talent show at the George Washington Elementary School in Kingston. She teaches the kids how to promote the show, as well. This helps them gain the confidence to develop their creativity, while at the same time learning useful skills about promotion and marketing. She also teaches poetry writing workshops for elementary school students.

Like any devoted mother, she somehow finds time to go watch her children's athletic, drama and music events. It would seem that Donna Flayhan truly knows the meaning of the phrase "not enough time in the day."



**Problems come in many forms.
So does the help NYSUT provides.**

*1-800-342-9810, ext. 6206
socsvcs@nysutmail.org*

NYSUT Social Services is a free and confidential benefit for all members, in-service and retired, and their families. Tell your concerns to one of our staff professionals who will make an assessment and suggest strategies which may improve your situation. We provide follow-up and reassurance through difficult times and periodic telephone contact for those in need. No question or concern is unimportant to us.

Spotlight: Karanja Keita Carroll, Black Studies Affirmative Action Officer

By Ryan Randazzo, Chapter Intern



Karanja Keita Carroll

There are some people who make it a point to practice what they preach. Karanja Keita Carroll, Associate Professor of Black Studies and the chapter's new Affirmative Action Officer, not only practices what he preaches, but he lives by what he preaches.

Carroll grew up in Teaneck, NJ, and attended college locally at Montclair State University, where he majored in psychology and minored in African American Studies. He pursued his graduate work at Temple University in Philadelphia, earning a Master's degree and subsequently a Ph.D. in African American Studies.

While working on his Ph.D., Carroll taught at Temple University beginning in 2001. Later, he taught at the Borough of Manhattan Community College and Montclair State University. In 2006 he began teaching at SUNY New Paltz. He chose New Paltz because of its history with the Black Studies major, which dates back to 1969. He felt that this would be a good place to teach because of its academic history, as well as the environment being similar to Montclair State University.

Aside from teaching, Carroll is also passionate about pursuing his own research. Since leaving Temple University, he has focused on the Worldviews Framework as a conceptual model within Africana/Black studies. Simply put, the worldviews framework posits that a cultural

group's understanding of the universe, of being, of values, knowledge, and reasoning contributes to the ways people make sense of their lived reality.

Most recently he has focused primarily on how we use the African worldviews framework and its connection to teaching within Africana/Black Studies. "I am very conscious of how I teach, the means and mechanisms of what I am teaching," Carroll said.

His most recent research centers on the theory of internal colonialism as most recently found within a book by Jared Ball, *I Mix What I Like!: A Mixtape Manifesto* (AK Press, 2011). The book focuses on the cultural foundations of hip hop in the black community, and Carroll feels that many of the arguments are applicable to understanding the structure of mis-education in the black community as an outgrowth of internal colonialism.

Karanja believes that unions play an important role in securing worker equity and justice. Now as the chapter's new Affirmative Action Officer, he plans on becoming even more involved with the union's work. He took this position because of his commitment and deep concerns for historically underrepresented people. He will be working on problems and making decisions as they come to him, rather than just going in and trying to change things based on his own ideas. He believes one has to understand an environment before one can try and change anything.

Karanja Keita Carroll does not separate his professional work on campus from his own personal life. Much of his time is spent reading, typically material related to social justice. He also likes listening to music with themes of transforming consciousness, such as progressive/-radical hip hop, neo soul and old-school R & B.



Forum on Contingent Faculty at SUNY New Paltz: Where Are We Now?



**Wednesday, October 30
9am-Noon
Lecture Center 108**



United University Professions

**Endorsed by the Academic and
Professional Faculty at SUNY New Paltz**

For more information or to sign up to speak, contact the UUP Office at 845-257-2783

Spotlight: Vika Shock, Director of Graduate Admissions Chapter Grievance Officer

By Daniel Brenner, Chapter Intern



Vika Shock

Though largely unknown to most of my fellow undergraduates, Vika Shock holds one of the more important positions in the SUNY New Paltz administration. She is head of Graduate Admissions, and as of this fall semester, she is a new member of the UUP Executive Committee, having been elected the chapters' Grievance Officer last April.

Shock has a great deal of familiarity with SUNY New Paltz, as well as experience working in unions. She is a native of Staatsburg (population: 377), just 40 minutes from New Paltz on the other side of the Hudson in Dutchess County. She attended SUNY New Paltz as an undergraduate, obtaining a Bachelor's degree in French in 1995.

Vika returned to the College in 1997 and began working as a secretary in the English department. At the same time, she worked on a Master's degree in Second Language Education. She also worked as an adjunct until 2003, teaching the ESL strands of Composition I and II. "I miss teaching a lot," she told me during our interview. Shock was also employed at the New York State Park and Recreation office in Staatsburg. For two years she held the position of Secretary for the CSEA local.

After completing her Master's in 2003, Shock learned of an opening in the Graduate School and immediately applied. Now, as head of Graduate Admissions, she assists students applying to SUNY New Paltz's more than 50 Master's degree programs. Shock "oversees the recruitment and marketing of graduate programs."

In response to a question on how her duties in the Graduate School might help her in the position as Grievance Officer, she replied that she often has to listen to people's issues and figure out creative ways to solve them. "Not every applicant may be a good fit for one of our programs. It makes a tremendous difference if you're a good listener and you acknowledge their concerns," referring to people who have not been accepted into the Graduate School.

As a former adjunct, Secretary for the CSEA Local 610 and current Director of Graduate Admissions, Shock has a great deal of familiarity with unions. Within her department, employees are represented by a variety of labor organizations, including CSEA, UUP and GSEU, which represents graduate teaching assistants. She is experienced at dealing with varied interests and often complex union hierarchies.

When asked what kinds of goals she would like to see the UUP achieve, Shock listed tuition remission for family members of employees, the subject of widespread complaints by fellow union members.

With respect to how the UUP Executive Committee can get greater membership involvement with chapter issues, Shock replied that having "new blood on the ExCom" will be a great help. Each new committee member has a network of people who can they can encourage to become more active. In turn, Shock explained, "each new union member has his or her network to work from to recruit new people."

In Shock's case, her 15 years of working at SUNY New Paltz have given her extensive contacts within the campus community. Furthermore, her dynamic people-skills will give the Executive Committee an extremely likeable figure in one of the most important chapter positions.



The benefits of an *online* bank

Have you heard of online banks? These are banking institutions that do not utilize actual “brick and mortar” branches; instead, they offer banking services that are predominantly done online.

So why consider using one of these types of banks? Online banks are often able to offer superior rates and incentives since they don't have physical locations -- thereby passing these savings along to their customers.

Many people decide to utilize online banks in conjunction with their current traditional bank to secure higher rates for supplemental accounts, such as term-based certificates of deposits (CDs), savings accounts or IRAs.

The Member Benefits Corporation endorses the GE Capital Retail Bank Deposit Program, which is an online banking service that allows NYSUT members and their families to take advantage of some of today's most competitive interest rates.



GE Capital Retail Bank

*4 reasons to use the
GE Capital Retail Bank Deposit Program:*

1. Earn preferred interest rates on Money Market Accounts, High-Yield Savings Accounts, CDs, and IRAs.
2. Access your money and account information 24/7 by phone or online.
3. Grow your funds, finance a vacation, save for retirement, and much more!
4. All GE Capital Retail Bank Deposit Program customers receive free identity theft resolution services.

Learn how the GE Capital Retail Bank Deposit Program can help you save by calling toll-free 866-226-5638 or visiting gecrbatwork.com (enter “NYSUT” in the company or association name box).

Financial expertise customized for your situation



Looking to learn how to properly invest your assets to build a college savings or retirement fund; what to look for when purchasing or financing a home; or maybe tips for getting your credit under control?

The NYSUT Member Benefits Corporation-endorsed Financial Counseling Program – provided by Stacey Braun Associates, Inc. – offers unbiased, objective advice customized to your specific financial situation.

The program offers:

- Up to six hours of objective toll-free telephone consultations with a certified financial planner or registered investment advisor.
- In-person consultations at least once per calendar year at your NYSUT Regional Office or Stacey Braun's New York City office
- Access to Stacey Braun's password-protected website and a 24-hour email helpdesk for basic financial questions.
- NYSUT members can purchase the Financial Counseling Program for an annual fee of \$260; a 403(b) Limited Plan is available for an annual fee of \$185.

For more information, call **800-626-8101** or visit memberbenefits.nysut.org.

For information about contractual endorsement arrangements with providers of endorsed programs, please contact NYSUT Member Benefits. Agency fee payers to NYSUT are eligible to participate in NYSUT Member Benefits-endorsed programs.

Chapter Committees:

Affirmative Action Committee

Karanja Keita Carroll, Black Studies, 257-2721, carrollk@newpaltz.edu (chair)
Eve Tuck, Education Studies, 257-2958, tucke@newpaltz.edu
Nicole Wistreich, Art Education, 257-3759, wistrein@newpaltz.edu
Rendesia Scott, Business, 257-2909, scottr@newpaltz.edu

Regional Outreach Committee

Donna Goodman, Development (ret.), 255-5779, goodmand@newpaltz.edu (co-chair)
Peter D.G. Brown, UUP President (ret), 257-2783, brownp@newpaltz.edu (co-chair)
Kevin Saunders, Computer Services, 257-3893, saunderk@newpaltz.edu
Brian Obach, Sociology, 257-3447, obachb@newpaltz.edu
Mike Malloy, Environmental Health and Safety, 257-2385, malloym@newpaltz.edu
Spencer Salend, Educational Studies, 257-2842, salends@newpaltz.edu
Rosemary Milham, Secondary Education, 257-3318, mihmamr@newpaltz.edu
Beth King, Career Resource Center, 257-3278, kingb@newpaltz.edu
Helise Winters, Office of Extended Learning, 257-2894, wintersh@newpaltz.edu
Maryalice Citera, Psychology, 257-3476, citeram@newpaltz.edu

Contingent Concerns Committee

Ed Felton, Art/Wood Design, 257-2792, feltone@newpaltz.edu
Beth Wilson, Art History, 257-3896, wilsonb@newpaltz.edu (chair)
Yvonne Aspengren, Languages, Literatures & Cultures, aspengry@newpaltz.edu
Alan Dunefsky, Development, 257-3986, dunefska@newpaltz.edu
Clinton Bennett, Philosophy, 257-2980, bennetc@newpaltz.edu
Barbara Heiles, Mathematics, 257-2633, heilesb@newpaltz.edu

New SUNY Initiatives Committee

Donna Flayhan, Communication and Media, 257-3511, flayhand@newpaltz.edu (co-chair)
Niza Cardona, Student Accounts, 257-3157, cardonan@newpaltz.edu (co-chair)
Richard Kedler, Teaching/Learning Center, 257-2650, kedlerr@newpaltz.edu
Helise Winters, Office of Extended Learning, 257-2894, wintersh@newpaltz.edu
Stephen Pampinella, Political Science, 257-3549, pampines@newpaltz.edu
Angelica Snyder, Development, 257-3235, snydera@newpaltz.edu
Lulu Brotherton, Art History, 257-3853, brothere@newpaltz.edu
Linda Suszczyński, Accounting, 257-3181, suszczyl@newpaltz.edu
Linda Smith, Teaching and Learning, 257-3188, smithl@newpaltz.edu
Marcia Tucci, Academic Advising for Transfer students, 257-3044, tuccim@newpaltz.edu
Amanda Merritt, School of Education, 257-2335, merritta@newpaltz.edu
Herriet Lettis, Computer Services, 257-3133, lettis@newpaltz.edu

Membership Development Committee

Alan Dunefsky, Development, 257-3986, dunefska@newpaltz.edu (co-chair)
Spencer Salend, Educational Studies, 257-2842, salends@newpaltz.edu
Kevin Saunders, Computer Services, 257-3893, saunderk@newpaltz.edu
Maggie Veve, Student Teaching, 257-2823, vevem@newpaltz.edu
Wayne Lempka, Art Museum, 257-3854, Lempkaw@newpaltz.edu

Women's Rights and Concerns Committee

Maryalice Citera, Psychology, 257-3476, citeram@newpaltz.edu
Sunita Bose, Sociology, 257-2601, boses@newpaltz.edu
Megan Smailer, Design & Construction, 257-3391, smailer@newpaltz.edu
Abigail Robin, English (ret.), robina@newpaltz.edu
Alison Nash, Psychology, 257-3554, nasha@newpaltz.edu
Melanie Hill, Psychology, 257-3457, hillm@newpaltz.edu
Giordana Grossi, Psychology, 257-2674, grossig@newpaltz.edu
Angelica Snyder, Development, 257-3235, snydera@newpaltz.edu

Committees are open to all academic and professional members of UUP, whether full-time, part-time or retired. It is a great way to get involved, to improve our College community, to strengthen our union and to meet colleagues from other departments.

Eve Tuck, Education Studies, 257-8859, tucke@newpaltz.edu
 Scott Schulte, Environmental Health and Safety, 257-2387, schultes@newpaltz.edu
 Elizabeth Shuipis, Records and Registration, 257-3109, shuipise@newpaltz.edu
 Denise Kennedy –Shane, Development, 257-3239, kennedyd@newpaltz.edu



October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 Fall D.A. Saratoga Springs	5 D.A
6	7	8	9 Department Rep- representatives 12:15 pm, CSB 110	10	11	12
13	14	15	16 Workshop For Ac- ademics: Getting Tenure 12:15 pm, CSB 110	17	18	19
20	21	22	23 Exec. Comm. Meeting, 11 am, LC 6A	24	25	26
27	28 SUNY New Paltz Labor Council 2:30 pm, LC 6A	29	30 Forum on Contingent Faculty, 9 am- noon, LC 108	31		

November

Su	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Labor- Management 2:30 pm Know Your New Contract (Prof./ Acad.) 12 pm JFT 1010	5	6 Workshop for Academics: Getting to Ten- ure, 12:15 pm, CSB 110	7	8 Contingent Concerns La- bor Manage- ment Meeting 11 am	9
10	11	12	13	14	15	16
17	18	19	20 Exec. Comm. Meeting, 12:30 pm CSB 110	21	22	23
24	25	26	27	28 Thanksgiving	29	30

Executive Committee 2013-2015

CHAPTER OFFICERS:

President	Peter D.G. Brown, Languages, Literatures & Cultures, ret.	x2783	brownp@newpaltz.edu
Vice President for Academics	Donna Flayhan, Communication & Media	x3511	flayhand@newpaltz.edu
Vice President for Professionals	Jeff Pollard, Center for International Programs	x2903	pollardj@newpaltz.edu
Officer for Contingents	Beth Wilson, Art History	x3896	wilsonb@newpaltz.edu
Interim Secretary	Wayne Lempe, Dorsky Museum	x3228	lempkaw@newpaltz.edu
Treasurer	Niza Cardona, Student Accounts	x3157	cardonan@newpaltz.edu
Grievance Officer	Vika Shock, Graduate School	x3286	shockv@newpaltz.edu
Affirmative Action Officer	Karanja Keita Carroll	x2721	carrollk@newpaltz.edu
Academic Delegates:	Peter D.G. Brown, Languages, Literatures & Cultures, ret.	x2783	brownp@newpaltz.edu
	John Hain, Secondary Education, ret.	x2770	thompson@newpaltz.edu
	Jeff Miller, Political Science	x3934	millerj@newpaltz.edu
	Glenn McNitt, Political Science	x3553	mcnittfg@newpaltz.edu
	Brian Obach, Sociology	x3447	obachb@newpaltz.edu
	Susan Puretz, Physical Education, ret.		puretzs@newpaltz.edu
	Spencer Salend, Educational Studies	x2842	salends@newpaltz.edu
Professional Delegates:	Alan Dunefsky, Development	x3986	dunefska@newpaltz.edu
	Donna Goodman, Development, ret.		goodmand@newpaltz.edu
	Richard Kelder, Teaching-Learning Center	x2650	kelderr@newpaltz.edu
	Wayne Lempka, Dorsky Museum	x3845	lempkaw@newpaltz.edu
	Michael Malloy, Environmental Health & Safety	x2385	malloym@newpaltz.edu
	Kevin Saunders, Computer Services	x3893	saunderk@newpaltz.edu
	Linda Smith, Academic Computing	x3188	smithl@newpaltz.edu
NYSUT Labor Relations Specialist:	William Capowski		wcapowsk@nysutmail.org
Chapter Assistant:	Mary Ann Thompson	x2770	thompson@newpaltz.edu
Chapter Interns:	Daniel Brenner	x2769	danielmlbrenner@gmail.com
	Ryan Randazzo	x2769	randazzoryan@gmail.com





**United University Professions
New Paltz Chapter**

SUNY New Paltz Phone: 845-257-2770
Lecture Center - 6A Fax: 845-257-2741
1 Hawk Drive
New Paltz, NY 12561

Mary Thompson, Chapter Assistant
845-257-2770
thompson@newpaltz.edu

Daniel Brenner & Ryan Randazzo,
Chapter Interns
845-257-2769

We're on the Web!
www.newpaltz.edu/uup



**Nancy Cooney and Alvin Konigsberg at Department
Representatives Meeting, October 9, 2013**

SUNY New Paltz Chapter Officers

President:

Peter D.G. Brown
Phone: x2783
Email: brownp@newpaltz.edu

Vice-President for Professionals :

Jeffery Pollard
Phone: x2903
Email: pollardj@newpaltz.edu

Vice-President for Academics:

Donna Flayhan
Phone: x3511
Email: flayhand@newpaltz.edu

Officer for Contingents:

Beth Wilson
Phone: x3896
Email: wilsonb@newpaltz.edu

Grievance Officer:

Vika Shock
Phone: x3286
Email: shockv@newpaltz.edu

Treasurer:

Niza Cardona
Phone: x3157
Email: cardonan@newpaltz.edu

Interim Secretary:

Wayne Lempka
Phone: x3845
Email: lempkaw@newpaltz.edu

Affirmative Action Officer:

Karanja Keita Carroll
Phone: x2721
Email: carrollk@newpaltz.edu



The Bullhorn: Peter D.G. Brown, Executive Editor
Ryan Randazzo, Managing Editor

Editorial Policy: Opinions expressed in *The Bullhorn* are solely those of the writers and do not necessarily reflect the positions or policies of the UUP or its New Paltz Chapter, who are not liable for any errors or inaccuracies.

Would you like to write for *The Bullhorn*? We welcome your mail, editorials and articles on work, research, leisure, recreation, health and other topics. Please email brownp@newpaltz.edu.